

## Boiling Springs Elementary

700 Double Bridge Road  
Boiling Springs, South Carolina 29316

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,120 Students	
<b>Principal</b>	Dr. Rick Menzer	864-578-1231
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Joyce M. Wright	864-578-0128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	35	12	0	1

## IMPROVEMENT RATING

**UNSATISFACTORY**

## ADEQUATE YEARLY PROGRESS

**NO**

This school met 21 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Good	Unsatisfactory	No
<b>2005</b>	Good	Below Average	No
<b>2006</b>	Good	Unsatisfactory	No

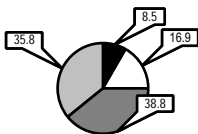
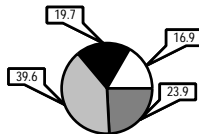
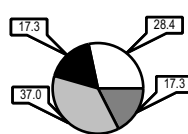
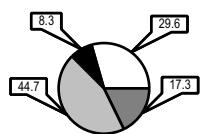
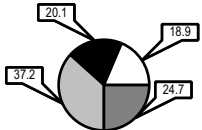
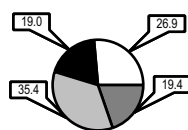
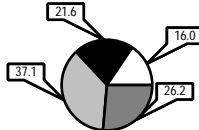
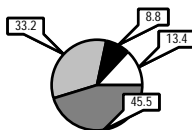
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	534	99.6	16.9	35.8	38.8	8.5	58.1	Yes	Yes
<b>Gender</b>									
Male	283	99.3	22.3	38.5	35.1	4.2	48.7	N/A	N/A
Female	251	100.0	10.9	32.8	42.9	13.4	68.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	422	99.5	14.4	33.5	41.9	10.2	63.3	Yes	Yes
African American	60	100.0	22.2	48.1	27.8	1.9	38.9	Yes	Yes
Asian/Pacific Islander	27	100.0	21.7	47.8	26.1	4.3	47.8	I/S	I/S
Hispanic	24	100.0	45.5	36.4	18.2	0.0	18.2	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	474	99.8	10.5	37.1	42.7	9.6	64.4	N/A	N/A
Disabled	60	98.3	67.9	25.0	7.1	0.0	7.1	No	Yes
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	531	99.6	16.4	36.0	39.0	8.6	58.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	52	100.0	37.0	39.1	21.7	2.2	30.4	I/S	Yes
Non-Limited English Proficient	482	99.6	14.9	35.4	40.5	9.2	60.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	171	98.8	31.4	40.4	25.6	2.6	39.1	Yes	Yes
Full-pay meals	363	100.0	10.4	33.7	44.7	11.2	66.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	534	100.0	16.9	39.6	23.9	19.7	58.6	Yes	Yes
<b>Gender</b>									
Male	283	100.0	17.4	36.2	26.4	20.0	58.9	N/A	N/A
Female	251	100.0	16.4	43.3	21.0	19.3	58.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	422	100.0	14.4	36.7	26.3	22.6	64.5	Yes	Yes
African American	60	100.0	27.8	50.0	13.0	9.3	37.0	Yes	Yes
Asian/Pacific Islander	27	100.0	30.4	43.5	21.7	4.3	30.4	I/S	I/S
Hispanic	24	100.0	22.7	59.1	9.1	9.1	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	474	100.0	11.2	40.7	26.2	21.9	64.2	N/A	N/A
Disabled	60	100.0	62.5	30.4	5.4	1.8	14.3	No	Yes
<b>Migrant Status</b>									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	531	100.0	16.6	39.6	24.0	19.8	59.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	52	100.0	28.3	45.7	21.7	4.3	34.8	I/S	Yes
Non-Limited English Proficient	482	100.0	15.8	38.9	24.1	21.2	61.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	171	100.0	27.6	45.5	18.6	8.3	37.8	Yes	Yes
Full-pay meals	363	100.0	12.1	36.9	26.2	24.8	68.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	534	100.0	28.4	37.0	17.3	17.3	34.6
<b>Gender</b>							
Male	283	100.0	28.7	34.7	16.2	20.4	36.6
Female	251	100.0	28.2	39.5	18.5	13.9	32.4
<b>Racial/Ethnic Group</b>							
White	422	100.0	22.8	38.7	18.6	19.9	38.5
African American	60	100.0	48.1	29.6	16.7	5.6	22.2
Asian/Pacific Islander	27	100.0	47.8	43.5	4.3	4.3	8.7
Hispanic	24	100.0	63.6	18.2	4.5	13.6	18.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	474	100.0	23.9	38.0	18.8	19.2	38.0
Disabled	60	100.0	64.3	28.6	5.4	1.8	7.1
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	531	100.0	28.0	37.2	17.4	17.4	34.8
<b>English Proficiency</b>							
Limited English Proficient	52	100.0	54.3	32.6	6.5	6.5	13.0
Non-Limited English Proficient	482	100.0	25.8	37.4	18.4	18.4	36.8
<b>Socio-Economic Status</b>							
Subsidized meals	171	100.0	48.7	32.7	11.5	7.1	18.6
Full-pay meals	363	100.0	19.3	38.9	19.9	21.9	41.8

<b>Social Studies</b>							
All Students	534	100.0	29.6	44.7	17.3	8.3	25.6
<b>Gender</b>							
Male	283	100.0	28.7	44.2	16.6	10.6	27.2
Female	251	100.0	30.7	45.4	18.1	5.9	23.9
<b>Racial/Ethnic Group</b>							
White	422	100.0	26.6	44.7	19.4	9.4	28.8
African American	60	100.0	46.3	33.3	14.8	5.6	20.4
Asian/Pacific Islander	27	100.0	21.7	78.3	0.0	0.0	0.0
Hispanic	24	100.0	54.5	36.4	4.5	4.5	9.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	474	100.0	25.3	46.5	19.2	8.9	28.2
Disabled	60	100.0	64.3	30.4	1.8	3.6	5.4
<b>Migrant Status</b>							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	531	100.0	29.2	45.0	17.4	8.4	25.8
<b>English Proficiency</b>							
Limited English Proficient	52	100.0	43.5	47.8	4.3	4.3	8.7
Non-Limited English Proficient	482	100.0	28.2	44.4	18.6	8.8	27.4
<b>Socio-Economic Status</b>							
Subsidized meals	171	100.0	40.4	46.2	11.5	1.9	13.5
Full-pay meals	363	100.0	24.8	44.1	19.9	11.2	31.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	157	100.0	11.6	27.9	46.3	14.3	60.5
	4	166	100.0	19.6	34.5	42.6	3.4	45.9
	5	167	100.0	18.5	48.3	31.1	2.0	33.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	195	99.5	13.3	30.0	45.6	11.1	56.7
	4	160	99.4	15.3	36.0	37.3	11.3	48.7
	5	179	100.0	22.0	41.6	32.9	3.5	36.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	157	100.0	10.2	47.6	32.0	10.2	42.2
	4	166	100.0	16.2	35.1	24.3	24.3	48.6
	5	167	100.0	11.3	44.4	21.9	22.5	44.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	195	100.0	12.8	46.7	27.2	13.3	40.6
	4	160	100.0	17.3	31.3	22.0	29.3	51.3
	5	179	100.0	20.8	39.3	22.0	17.9	39.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	157	100.0	27.9	40.8	25.2	6.1	31.3
	4	166	100.0	25.0	29.1	19.6	26.4	45.9
	5	167	100.0	33.8	37.1	13.9	15.2	29.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	195	100.0	27.8	43.9	18.3	10.0	28.3
	4	160	100.0	22.7	32.7	23.3	21.3	44.7
	5	179	100.0	34.1	33.5	11.0	21.4	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	157	100.0	19.0	57.1	19.7	4.1	23.8
	4	166	100.0	18.2	47.3	21.6	12.8	34.5
	5	167	100.0	38.4	44.4	11.3	6.0	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	195	100.0	15.0	53.3	23.9	7.8	31.7
	4	160	100.0	30.7	48.0	16.0	5.3	21.3
	5	179	100.0	43.9	32.9	11.6	11.6	23.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,120)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	2.6%	Up from 1.6%	1.8%	2.8%
Attendance rate	96.6%	Up from 96.1%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.7%	0.0%	0.0%
Eligible for gifted and talented	14.9%	Up from 14.0%	19.1%	10.4%
On academic plans	25.7%	N/AV	24.7%	33.6%
On academic probation	0.0%	N/AV	1.5%	1.0%
With disabilities other than speech	4.9%	Down from 8.9%	6.2%	7.5%
Older than usual for grade	0.4%	Up from 0.2%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 2.1%	0.0%	0.0%
<b>Teachers (n= 60)</b>				
Teachers with advanced degrees	58.3%	Up from 56.6%	56.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.8%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.4%	Up from 82.9%	89.8%	87.3%
Teacher attendance rate	96.0%	Up from 95.5%	95.1%	94.9%
Average teacher salary	\$42,417	Up 0.7%	\$43,614	\$42,485
Prof. development days/teacher	7.4 days	Down from 8.6 days	11.7 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 21.3 to 1	20.0 to 1	18.6 to 1
Prime instructional time	91.3%	Up from 90.1%	90.4%	89.7%
Dollars spent per pupil*	\$5,209	Down 8.2%	\$5,924	\$6,557
Percent of expenditures for teacher salaries*	63.6%	Down from 70.8%	66.2%	64.0%
Percent of expenditures for instruction*	66.7%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Boiling Springs Elementary School (BSES) has continued its rapid student growth rate since losing 500 students when Oakland Elementary School was opened in 2003. Beginning the 2003-2004 school year with 870 students, BSES has seen its enrollment rise to 1140 students in 2005-2006. This increased enrollment has created some challenges for our staff: meeting the needs of a more diverse population (special education students, students requiring academic assistance, ESOL, etc.) and utilizing available space within our building.

During the 2004-2005 school year, school members saw the school's report card remain the same with its absolute rating (Good Overall Score). Our improvement rating was raised slightly from an unsatisfactory rate to a below average rate during this same time span. While we are disappointed with the improvement rating increase, we feel positive about the progress made with school initiatives. Teachers improved their skills with the implementation of the literacy model. Students improved their skill levels in reading, writing and vocabulary usage. In mathematics students were provided additional instructional time each day in grades three through five. Teachers have been encouraged to provide more inquiry-based, process-related instruction to students. In science students were provided additional opportunities for hands-on lessons and laboratory activities that complement in-class concept lessons. For students needing academic assistance, two programs were available. In-school tutors worked with small groups of students each day. For students who could participate in after-school programs, teachers were available to assist in math and language arts.

The community has played a meaningful part in our school mission. They regularly participate and support our school in all areas of school life. An active PTA and school improvement council advise and support school efforts. The PTA has been instrumental in several activities: enhancing class libraries, integrating parents into helping roles in the school, and supporting student achievement and teacher development throughout the year.

As we plan for the 2006-2007 school year, we recognize the need for continuing to sharpen our skills as teachers. Focus areas for this school year are the following: enhancing our literacy model and integrating instruction through the CCC model (incorporating character education, brain-compatible research and using a student-friendly approach to engaging student learners). We value the trust and support of our community and look forward to serving you once again.

Rick Menzer, Principal  
Howard Jones, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	47	160	93
Percent satisfied with learning environment	100.0%	87.7%	94.5%
Percent satisfied with social and physical environment	100.0%	82.8%	94.6%
Percent satisfied with school-home relations	100.0%	85.5%	88.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.